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ABSTRACT

In 1972 ten educational goals seen as important statements of educational intent were distributed to all schools in the State. Later, local schools were asked to identify goal attainment factors pertaining to (1) policies and programs presently in operation that serve as a means of obtaining each goal, (2) the extent that these policies and programs have succeeded, (3) new programs to be instituted in the coming year, and (4) new programs that would be initiated if additional funds were provided. This report presents the information supplied by the local schools. It contains a narrative description of the results for each goal; the results of ratings of respondents' positive statements that include consideration for the individual student, teacher, administrator, and school; and information on the participation of citizens who helped the schools evaluate their programs. (Author/MLF)

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REPORT ON THE

EDUCATIONAL GOALS FOR MASSACHUSETTS

BOARD OF EDUCATION

THE COMMONWEALTH OF MASSACHUSETTS

DECEMBER 1973

EA 006 654

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INTRODUCTION

In 1971, the Massachusetts Board of Education developed and approved a policy paper entitled "The Results Approach to Education and Educational Imperatives." As a first step in setting a direction for education which focused on outcomes, this policy paper identified fourteen imperatives essential for effective public accountability in the years ahead. The first imperative called for the setting of goals for education in Massachusetts and resulted in the formation of a statewide advisory committee broadly representative of the public and of the education community. Months of effort resulted in the publication in 1972 of *Educational Goals for Massachusetts*, a statement of ten general goals and a priority for further humanizing the educational process.

The Board recognized, however, that the goals-setting task was not one for state leadership alone. It invited all school districts of the Commonwealth to take the general goals and translate them into local objectives for education. The response has been heartening. More than 2,500 citizens across the state have been involved in looking at the purposes, accomplishments and shortcomings of education in their communities. Eighty-five percent of the school districts in Massachusetts have participated in this process to date.

The pages which follow are a summary of local responses as submitted during 1972-73 and the first half of 1973-74. Professor William Gorth of the University of Massachusetts, Amherst, has served as contractor for preparation of this document.

Let me review how the goals effort will continue to develop:

- These summaries of local responses will be used by the Board of Education in January as an important consideration in the Board's setting of priorities for preparation of the fiscal year 1976 state budget for education.
- All copies of the locally prepared documents will be returned to the appropriate Department of Education regional center to be available for reference by interested citizens and school officials concerned with further development and assessment of local goals.
- The second imperative contained in the 1971 "Results Approach to Education" paper called for designing a statewide assessment program. In July the Board approved initial steps for fulfilling this imperative, and six regional assessment committees have been extensively involved in designing such a program for full implementation in 1974-75.
- In addition to its effort to implement the new and complex Chapter 766 Special Education Law for children with special needs, the Board has approved priority for another area of need referred to in many local responses—improvement of occupational competency programs for general students in our high schools. Working task forces have already been formed and special funds allocated for advancement of this objective.

This is but a beginning. At the state level and in each local school district, we have much to do before a fully operational results approach to education is realized. First steps frequently are the most difficult to take but we have taken them over the last two years, some effectively and, frankly, others not so effectively. The important thing is that a beginning has been made in an area which over time can help reduce the skepticism confronting education in our communities and town meetings, at the state level and in the nation at large. The future welfare of children in the Commonwealth warrants our continued effort together, not only to define goals but to attain them convincingly. I urge you to continue support for and involvement in this important task.

Gregory R. Anrig

Gregory R. Anrig
Commissioner of Education

December 18, 1973

THE FOURTEEN EDUCATIONAL IMPERATIVES

"The genesis of educational goals for the schools of the Commonwealth is the Massachusetts Board of Education position paper entitled, 'The Results Approach to Education and Educational Imperatives.' This document describes the need for change in education, proposes the 'results approach' as a strategy for educational change, delineates the role of the Board of Education and the Department of Education, and outlines fourteen 'educational imperatives' as priority areas for Department of Education attention."* The imperatives follow:

1. Define Educational Results Expected–Goals
2. Measure Educational Results Achieved–Design for Assessment
3. Establish Results–Oriented Educational Standards Tied to Goals
4. Establish Modern Teacher Personnel Practices
5. Encourage Leadership Competence of Principals and Superintendents
6. Encourage Student Participation
7. Encourage Community Participation
8. Expand and Integrate Occupational Education
9. Promote Equality of Educational Opportunity
10. Assure Cost Effectiveness in School Management
11. Enhance Leadership Competence of the Department of Education
12. Comprehensive Communications System
13. Encourage Needed Legislation
14. Optimum Use of State and Federal Aid

*Educational Goals for Massachusetts, September, 1971, p. 16.

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Analysis of the GOALS documents was made by the Center for Educational Research at the University of Massachusetts, Amherst, under the direction of Professor William Gorth.

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Educational Goals for Massachusetts. Through an effort involving many educators, citizens, and young people, the Board of Education of the Commonwealth of Massachusetts developed Ten Educational Goals. Their hope was that these Goals would "derive ideals towards which students and educators may strive, may help to determine strategies for advancing towards ideals, and they are indispensable for measuring what the process of education does to, for and with young people in the schools." The Goals were seen as the important statements of intent towards which the educational enterprises at the State should aspire.

In 1972, the Ten Educational Goals were distributed to all schools in the Commonwealth. They were described as relevant for learners at any age, both in terms of their formal schooling as well as educational activities in which they engaged outside of formal schooling. Further, the learner can focus his efforts for improvement in each of the Goal areas because they represent factors which influence his entire life.

The Ten Educational Goals fitted into a comprehensive process associated with the development of educational activities, large or small. First, the overall process begins with the identification of the needs of the learner in terms of his future potential as a contributor to society. Second, these general needs are translated into Goals statements for education. The attainment of Goals will reduce the degree of need for the learner. Third, the Goals must be articulated in more detail to provide guidelines for educators in each Local Educational Agency. The detailed guidelines should be specified in terms of student competencies, i.e., what can the student do as a result of the educational program. Fourth, programs can be built around the specific competencies that the students should attain. Lastly, following the definition of competencies and the description and implementation of programs, schools can evaluate the strengths and weaknesses of the programs in helping pupils to better attain the stated Educational Goals. Based upon the information provided by a thorough and focused evaluation, the educators can recycle by going back to determine the degree to which incoming students still need the program.

Report of Local Educational Agencies. To facilitate the involvement of Local Educational Agencies in the overall process of program development and to provide detailed feedback to the State Education Department in helping them to improve their planning, the State Board of Education, through the Massachusetts Department of Education, forwarded to each Local Educational Agency a booklet entitled "Report of Local Educational Agency on Educational Goals for Massachusetts" designed to gather preliminary information regarding the current status of educational policies and programs in local educational agencies. The specific purposes of this Booklet were: (a) Information on specific program names and programs would be collected to be provided to the State Education Department as a measure of the prevailing climate in education; (b) Information would be given to school committees and superintendents of local educational agencies by which they could review their own policies and programs; and (c) A self-evaluation by Local Educational Agencies of their current status in relation to the Goals of the Commonwealth would be conducted. One spokesman for a local citizens' group expressed the results of the process as follows: "It is my

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feeling that much of this introspection has never been done so completely before. It is entirely possible that having examined ourselves, we had better find the more important answers for ourselves. If the State Board comes forward to help us, it will increase our momentum-helping us as we help ourselves."

The Booklet was designed to collect information regarding local programs associated with each of the Ten Goals. For each of the Goals, schools were asked four important questions:

Question 1 What policies and programs are presently in operation that serve as a means of attaining this goal?

Question 2 To what extent have these policies and programs succeeded relative to the attainment of this goal?

Question 3 What new programs will be instituted in the coming year to attain this goal?

Question 4 Given additional funds, what new programs would be initiated in the coming year to achieve this goal?

In addition to these questions, schools were asked to respond to the information contained in the Pathway section of the Booklet, which stresses flexibility as the key to fostering learner growth in a student-centered educational environment. The final section of the Booklet sought information on the participation of citizens in preparing the Goals.

Report of Results. More than half of the schools in the Commonwealth completed the Booklet. The report of results which follows contains three sections:

(1) A narrative description of the results for each goal;
(2) The results of the rating of the Pathways statements; and
(3) The characterization of the membership of the Citizen Advisory Committees.

The structure of the first section requires additional clarification. Each goal is treated individually. The same five topics are discussed for each goal. The topics outline a frame of reference for thinking about each goal. Current and proposed educational programs to achieve each goal are related to the frame of reference.

For each of the goals the topics included:

Goal — The goal has been stated as it appeared in the Booklet and several of its broad implications highlighted.

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Compentencies

Operational competencies which may be associated with attainment of the goal have been specified by the researchers. The identification of competencies provides a transition between the goal statement and programs mentioned by the LEA's. The competencies should be defined by each LEA with a sensitivity to the local interpretation of the goal, but for this report possible competencies were generated by the researchers.

Current Programs

The data collected by Question One of the Booklet provided the information necessary to describe the current educational programs in the Commonwealth designed to help students attain the goal.

Evaluation

Question Two of the Booklet gathered information about the schools' decision about their satisfaction with their program and their evaluation procedures used to make the decision.

Future Programs

Proposed programs for the coming year and for the hypothetical situation of sufficient additional funds were answers to Question Three and Four of the Booklet and are discussed in this topic.

Through the discussion of each of the five topics an overall picture of the programs in the Commonwealth for each goal is available.

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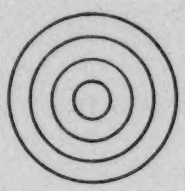
GOAL I: PHYSICAL AND EMOTIONAL WELL-BEING

Education should contribute to the learner's physical and emotional well-being, especially to a sense of personal worth and a capacity for influencing one's own destiny.



Goal. It is clear from the personal observations of many teachers and scientific literature that physical and mental health must be fundamental prerequisites for successful learning in the schools. Schools have an obligation to insure that students are aware of their own development and are successfully diagnosed for any problems, personal handicaps, or disorders that they may have. Students must also be made aware of the consequences – physiological, psychological and social – of abuses in such areas as the use of drugs, tobacco and alcohol. In the emotional dimension, the goal must be for an individual capable of sustaining himself. However, the student must have available counseling services to help him correct or cope with personal problems or disabilities.

Competencies. In order to attain this goal, students must have adequate, detailed knowledge of health and health care procedures. They must have the opportunity to learn specific exercise and sports skills which are both personally satisfying and challenging. Students must be aware of the changes in physical capabilities which accompany human growth, and be able to analyze both the cause and possible solution for physical and emotional problems.

Current Programs. A fairly consistent set of programs has been initiated in schools throughout the Commonwealth to assist students in attaining this goal. These programs are generally well-focused and clearly defined in the area of emotional or social well-being. Essentially, all schools considered in the data analysis indicated that health care services were available to pupils, as well as some form of instruction—either in the form of total courses or components of existing courses—in the area of health education. All schools mentioned some form of physical education, usually accompanied by an athletic program of either an extramural or intramural nature. Similarly, to help students attain emotional well-being, counseling facilities were available in all schools investigated. There were numerous specialized instructional programs for students with learning disabilities, trainables, educables, and tutorial programs for specific learning handicaps or disadvantages. A small number of the schools mentioned a formalized program in drug education, as well as programs through co-curricular activities to support the social well-being and growth of students. Programs such as Outward Bound and Family Living were also included.

Clearly there is extensive concern for and consideration of the goal of physical and emotional well-being. A problem which exists in commenting on the programs for this goal area, as for the

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programs in all of the other goal areas, is that of determining their quality and impact on pupils. One of the few clear indications of involvement of students is the mandatory physical education program which exists in public schools, which affects essentially all students in the school system. Many of the other programs mentioned seem worthwhile and desirable, but there is no clear indication of their quality or impact on students within the school system.

Future Programs. Almost all of the programs proposed by schools for the coming year indicated that they would expand to some degree the available programs already existing in the schools. In particular, programs in physical education and counseling services and for disabled and emotionally disturbed students were suggested. Physical education would be more diversified, including courses in modern dance and stunts. Some courses in health education, including family growth and development and occupational counseling, were considered by several schools.

Similarly, new programs proposed, if sufficient funds were available, reflected the activities in which schools are already involved. This goal is considered a high priority, and schools are heavily committed to providing services and programs associated with it. Specifically, the physical education facilities—including gymnasiums, swimming pools, and special equipment—were mentioned as being of prime interest for possible expansion. The staff in the physical education, health care, and counseling fields are perceived as too small, and schools were interested in hiring more personnel, given additional funds. Some additional programs in corrective or preventive courses, as well as some interest in audio-visual equipment, field trips and assemblies, were mentioned.

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GOAL II: BASIC COMMUNICATION SKILLS

Education should develop in each learner the basic skills needed for communication, perception, evaluation, and conceptualization of ideas. Among the most important are reading, writing, speaking, listening, visual and computational skills.

Goal. The development of basic communication skills is perhaps the most fundamental aspect of formal schooling today. Without the ability to acquire and process information, obviously, learning cannot take place. Given the everchanging technological society in which we live, with its concomitant information explosion, it is incumbent upon schools to develop communication skills as both a life skill and a vocational tool. The common process of capitalizing on the inherent intellectual curiosity of the learner in the development of basic skills also implies that problems in the development of these basic skills be diagnosed and remedied. Furthermore, the acquisition of basic communication skills in our pluralistic society is not confined exclusively to those whose native tongue is English; provision must be made for bilingual-bicultural acquisition.

Competencies. Of all the goal areas, it is perhaps easiest, in theory at least, to arrive at a consensus regarding the essential aspects of basic communication skills. Certainly critical thinking skills, such as logic and problem-solving, belong in this category. Likewise, quantitative skills and fluency in oral and written expression should be included.

Current Programs. The current programs described by schools for developing basic communication skills typically include basic courses in English, social studies, language arts, mathematics and history, to cite but a few content areas. The majority of programs and sub-programs deal with traditional skill notions; specifically in the area of language arts, for example, schools indicate programs such as creative writing, courses in writing mechanics, developmental reading and communication arts, and remedial reading programs. The incorporation of more exotic programs such as play-acting and role-playing were mentioned, but only in isolated cases.

Evaluation. Programs to develop basic communication skills were deemed almost entirely satisfactory, although there were cases reported of the use of subjective evaluation criteria, such as personal observation. It is noteworthy that the majority of schools evaluated their basic communication skills using empirical data, usually in the form of standardized tests and in some cases, college and longitudinal follow-up studies. As a result, evaluation in this goal area is considered to be satisfactory. To the extent that these standardized tests do, in fact, measure what is being taught, the conclusions based upon these instruments must indeed be considered valid.

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Future Programs. Almost one-quarter of the schools had virtually no plans to develop additional programs without new funds for this school year. Specific programs which were mentioned tended to be expansions of existing programs in scope, content or structure, such as lower pupil/teacher ratios and the use of specialized curricular materials. An interesting program, planned for the new school year, utilized parents and high school students as volunteer learning consultants, which represents the availability of paraprofessionals in the classroom.

Even with the infusion of new funds, nearly one-half of the schools indicated that they would continue with more of the existing programs but plan no new ones. New programs which were described, once again, were essentially extensions of existing programs. Rather than new approaches to facilitating attainment of this goal, (most schools desired) acquisition of more materials, more assembly programs, more art gallery visits, more supplementary reading materials, etc. The exception to this conclusion was an isolated case of a school system indicating plans to pay qualified paraprofessionals, depending on the availability of additional funds. It should be noted that schools' satisfaction with attaining this goal as measured by objective evaluation instruments may explain why new programs are not a major concern.

GOAL III: EFFECTIVE USES OF KNOWLEDGE

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Education should provide for each learner access to man's cultural heritage, stimulate intellectual curiosity, and promote intellectual development.

Goal. Man's cultural heritage encompasses a wide range of subjects and historical periods. His heritage is contained in the beliefs and philosophy of previous civilizations as they developed through history, and in their arts, sciences, technology, customs and literature. To use effectively the knowledge which has been generated by man through time, students must have a perspective on the historical process. They must also be motivated to inquire into more than one of the major areas of man's cultural heritage. This requires knowledge and skills in intellectual investigation. These skills can be taught through a variety of different techniques and are prerequisite to an understanding of the whole panorama of man's cultural heritage.

Competencies. The competencies implied in Goal III include both technical skills and knowledge in specific subject matter areas. These skills and knowledge can be used to pursue particular interests generated from the learner's personal history and experience. The ideas and concepts the learner comes in contact with should be put into historical perspective, which requires the knowledge and information stored in historical ideas. The learner should derive satisfaction from the pursuit so that he will continue to delve into man's culture on his own, after the termination of formal schooling. Further, he should have a general appreciation of man's efforts as well as an understanding of his own personal intellectual growth and maturity.

Current Programs. Although it is realistic to conceive of man's cultural heritage as encompassing all fields of endeavor, schools in Massachusetts clearly focus on the area of social studies as the prime conveyor or information about man's cultural heritage. Social studies encompass history as well as, in a few instances, social sciences like anthropology and sociology. All schools mentioned programs in the area of social studies, including history, analysis of historical problems, and analysis of problems of political and social institutions. To a lesser degree, English, sciences and the arts were mentioned as content areas for programs falling into the area of Goal III. English courses included both basic courses with traditional content and innovative approaches such as the study of Nobel authors, social perspectives on Shakespeare, and literature of minority groups in the United States. Over half of the schools considered it important to include field trips outside of school to investigate social or cultural aspects of the surrounding area, as well as attendance at cultural events, or even the scheduling of cultural events such as guest speakers within the school district. In addition to these techniques, about half of the schools emphasized the basic skills necessary to pursue an investigation of man's culture and promote self-directed study. In particular, individualized instruction, independent study, and extensive use of library facilities in a carefully developed program were considered of prime importance. Other programs indicated by a handful of schools included advanced placement courses, mini-courses, courses directed specifically at the arts, and the extensive use of media, such as television, movies, and non-traditional literature such as pamphlets and paperbacks.

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Evaluation. The evidence gathered by schools to verify that Goal III was being attained by students as a result of their existing programs was uniformly poor. The primary evidence rested on personal observation by teachers, students, and in some cases public opinion. In no cases were there clear relationships between a program's stated focus and the sources of information available to it. Although the data available are not concrete, the obvious deep positive feeling generated by programs in this goal area are clear. Essentially all schools were satisfied with one or more programs which they had instituted, based upon their informal, subjective sources of data, and in many cases they were enthusiastic about the success of the programs in leading students toward the stated goal.

Future Programs. New programs proposed for the coming year were not extensive and did not in most cases break new ground. Most schools indicated that they would provide more of the same programs, perhaps to a wider range of students. Several schools indicated that there would be no new programs beyond what had already been developed. In some cases, new audio-visual equipment, clubs, or field trips were suggested. Perhaps the only program not previously mentioned employed a humanities coordinator to develop links between English and history programs, as well as other humanities offered within the school system.

Even with the more open-ended situation of requesting schools to suggest new programs they would like to explore if they had sufficient funds, the major emphasis in each school was on expanding programs already in operation. Very few schools had specific suggestions for a wider range of alternatives to promote the effective uses of knowledge. The major areas of interest were in media, field trips, cultural events, and expanding the use of these strategies for teaching. In-service work focused on staff development for the teaching of cultural heritage was mentioned. Resource centers, containing printed and media materials to support a program designed to teach students about their cultural heritage, were listed.

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GOAL IV: CAPACITY AND DESIRE FOR LIFELONG LEARNING

Education should foster and stimulate in each learner the natural desire for lifelong learning and should develop the skills necessary to fulfill that desire.

Goal. To promote in individual students the capacity and desire for lifelong learning may ultimately be one of the most critical functions of education today. In the United States, our society is constantly changing. New ideas, technologies, and resources are continually being developed. The more swiftly change occurs in society, the more its citizens must be able to adapt to take full advantage of the available resources for vocational and avocational pursuits. To accommodate the changing society, there must be a relationship in every individual between a desire to learn and the basic skills necessary to acquire new knowledge. One can only be frustrated by having a strong desire to learn about something without possessing the basic building blocks upon which to begin that learning.

Competencies. Although there is not a clearly defined set of competencies for lifelong learning, one can imagine the range of situations with which he is faced after leaving school and the skills required to successfully learn on his own. These skills include basic reading and mathematics, and the ability in independent, unrestricted situations to define the parameters of what is to be learned, not to mention a schedule and pattern for learning. One must have the self-confidence to believe that with the application of sufficient energy and effort one can actually learn what one seeks to know. A lack of anxiety about learning, as well as self-starting, self-correcting, and self-diagnosing skills and attitudes toward learning must be fostered. These can be encouraged most successfully when the school mirrors the environment a student will face after he leaves school.

Current Programs. The programs primarily identified by schools as helping students to attain a capacity and desire for lifelong learning are almost all related to the usual, basic courses in the major content areas such as mathematics, English, history and science, with some mention of the fine arts, and in some cases either literature or the practical arts. Therefore, the majority of the programs and sub-programs offered to help students attain this goal generally emphasize the usual course offerings in the school. Two specific aspects of the programs supporting the attainment of this goal are particularly focused on developing the attitudes necessary for lifelong learning. First, a variety of library skills and the extensive use of the library was mentioned by almost half of the schools reporting. The library becomes a major source of information for students to learn new skills and ideas. However, the emphasis on libraries was not accompanied by a desire to use other kinds of media or information sources as explicit programs to develop lifelong learning. Second, the other major approach to promote lifelong learning was to extend to students the opportunity to carry out independent study. Independent study gives the students the opportunity not only of practicing skills, but also develops self-confidence and a positive attitude toward lifelong learning.

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Evaluation. The programs to promote lifelong learning were almost universally considered satisfactory by schools submitting them for consideration. However, essentially all evaluation techniques were poor. There was no follow-up or contact with students regarding their skills or desire for self-improvement after school, and very little data collected during their stay in school. Essentially, all of the reported techniques relied either on the informal observation and opinion of individuals filling out the questionnaire or on statistical records of student participation in programs while in school. There was no information about continued involvement after school had been completed. Evaluation in this section was weak and less satisfactory than in most of the other goal areas.

Future Programs. Approximately half of the schools suggested that they were going to continue current programs and enlarge them during the coming year. About one-quarter of the schools have essentially no plans to develop additional programs without additional funds. A few specific new programs included adult or evening education open to the students, intramural programs, career education programs, and additional staff to support independent study.

Even with the availability of extensive additional funds, about half of the schools indicated that they would merely continue with existing types of programs, rather than originate brand-new approaches to help students attain this goal. A few examples of new programs included evening education, a variety of hobby and avocation related programs, an expanded counseling program which included occupational counseling, some field trips, and extended use of audio-visual equipment. In general, this goal area has not been as thoroughly considered as have other areas. Therefore, the programs have not been as imaginative or extensive as in other goal areas.

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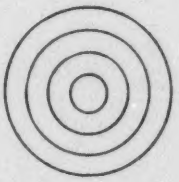
GOAL V: CITIZENSHIP IN A DEMOCRATIC SOCIETY

Education should provide each learner with a knowledge and understanding of how our society functions in theory and in practice; education must also foster individual commitment to exercise the rights and responsibilities of citizenship and to protect the rights of others.



Goal. Every student in the educational system is also a citizen in a democratic society. Thus, each student must understand the major functions of the republic, in theory and in practice, in order to become a contributing member of this society. Schools transmit to their students knowledge relating to the theory and practice of social institutions. Individual student commitment to exercise the rights and responsibilities of a citizen can be fostered in schools through their organizational structure. Schools can also stimulate in students a feeling of belonging to society.

Competencies. The specific competencies necessary to attain the goal of citizenship in a democratic society are associated with the political, economic, and social institutions in our society. For each of these institutions, the student must learn the specific rules and the actual practices associated with it. In the political arena, students must be aware of the rules by which governmental institutions are organized and developed. They must also understand the laws by which our citizens must abide, as well as the consequences of not abiding by them. In the economic sense, the student must understand how our economic institutions function and the need to make the economic structure of society equitable for all citizens. In a social sense, the student must appreciate the wide range of opportunities in our society for the participation of individuals, as well as understand the processes by which society can be improved and developed.

Current Programs. The programs currently available in schools to help students attain this goal are consistently associated with social studies and history, as offered in the elementary, junior and senior high schools. All school systems mentioned specific courses or emphases within courses in the social studies/history area as promoting the attainment of this goal. More than half of the schools indicated that they considered the student council or school governance – which may involve both teachers and students – as being a prime arena for observing the development and performance of miniature models of social institutions. Some schools saw assemblies and special days for holiday observance as opportunities to promote an understanding of a democratic society. Individual schools offered specific kinds of opportunities to promote citizenship in a democratic society. These include activities like electing a student advisor to the school committee, developing exchange programs with other schools, developing courses in social inquiry and ethics, and promoting voter registration activities and school newspaper functions. In general, the overall thrust to promote attainment of the goal is through social studies programs within schools, supplemented by school councils, assemblies involving civic leaders and politicians, and field trips.

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Evaluation. In essentially every case, schools were satisfied with their current programs and felt that they were accomplishing their goals. However, evaluation of these programs was uniformly poor and, in a few cases, nonexistent. Evaluation depended almost entirely on personal opinion and informal observation, with some statistical information on voluntary participation by students in specific programs.

Future Programs. New programs to attain this goal were clearly similar to existing programs. Thus, there was a major emphasis on continuing and expanding the social studies, civics, government, and political science courses. A small percent of the schools indicated that there would be no new programs initiated during the coming year. About one-quarter of the schools indicated that they either had or intended to have student advisors assigned to the school committee to present information and to raise issues relative to students' concerns in the public schools. In a few cases, schools saw the need to promote short mini-courses on contemporary topics, such as urban education, twentieth-century Asia, the Middle East, or women in society, as ways of better understanding our society or contrasting our society with other kinds of political situations. Some mention was made of the use of audio-visual equipment, field trips, and assemblies.

In terms of new programs that would be planned if more money were available, again schools indicated a desire to expand existing programs. In some cases, specific activities such as Law Day, voter registration, field trips, and assemblies were indicated. Some specific programs did not clearly relate to attainment of this goal, but were felt to be critical – such as in-service training and curriculum development time for teachers, to provide them with the skills and opportunity to develop new materials in the area. Some mention was made of providing new equipment. A small percent of the schools indicated that they had no specific plans for new programs.

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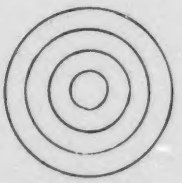
GOAL VI: RESPECT FOR THE COMMUNITY OF MAN

Education should provide each learner with knowledge and experience which contribute to an understanding of human similarities and differences and which advance mutual respect for humanity and for the dignity of the individual.



Goal. From the beginning of our Republic, the United States has had a cosmopolitan population. Immigrants from around the world settled this country; individually and in groups, they made unique contributions to our nation's development. Their contributions, and those of their descendants, have been responsible for the transformation of the United States into today's multi-cultured, urban-industrial society.

Competencies. Thus, students should be exposed to issues in our society such as the role of minorities, the cultural and social enrichment of our country's development, the nature of prejudice, and the problems of living together. However, in order to attain this goal, knowledge is not enough for the learner. Provision must be made for experiential learning in order to increase an understanding of and appreciation for man's diversity. Then and only then can an individual integrate this awareness into his own value system and incorporate it into his daily living. Such experiences should include interaction with other races, religions, nationalities, and members of differing socio-economic groups. There should also be an opportunity for interaction with members of the opposite sex. Implicit in this goal is the notion that respect for one's own culture and heritage is merely an extension of respect for others.

Current Programs. A wide variety of programs is in existence to support this goal. As might be expected, the majority of programs from school systems which were sampled are in the social studies area. Thus, one encounters programs in Afro-American history, third world views, and the like. However, these programs are not exclusively confined to social studies. Also encountered are ongoing programs in language arts dealing with minority literature, such as Black literature. In English, provision for minority study units is also found.

Evaluation. Almost all schools indicated satisfaction with existing programs for attainment of this goal. The criteria which were used by half the schools for evaluation, however, were subjective. There was great reliance upon personal opinion and teacher observation in evaluating these programs. The other half of the schools reporting used no evaluative criteria. No mention is made of systematically surveying values and attitudes, a process which would seem most appropriate to this goal. Likewise, no mention is made of long-term studies or evaluations of this goal.

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Future Programs. In answer to the question of what new programs will be instituted to achieve this goal, approximately one-third of the schools indicated no provision for new programs. However, the remainder of the respondents do indicate a number of new programs or plans which can be described as both innovative and substantive. These programs include not only increasing collections of materials and media dealing with ethnic groups, for example, but also provision for specific subject matter units dealing with such topics as interpersonal relations, values clarification (as part of the health education program), and mini-courses on the nature of prejudice. Also noteworthy is the provision for in-service teacher courses on minority cultures, as well as exchange programs with inner-city schools; and, from a school system in the eastern part of the state, a new program in Portuguese bilingual classes planned as part of the foreign languages curriculum.

In regard to programs proposed, contingent upon the availability of additional funds, a number of schools plan no new programs or programs that are essentially extensions of existing ones. In the latter category, several schools reported that additional funds would be used to buy new audio-visual supplies and increase collections of literature dealing with minorities. A new outdoor study program for children from "deprived" areas was mentioned. An anti-vandalism program was also named. More imaginative programs which were suggested dealt with the experiential aspects of accomplishing this goal. Specifically, they focused on new cultural programs and cultural-ethnic assemblies.

GOAL VII: OCCUPATIONAL COMPETENCE

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Education should provide the learner with the skills, experience and attitudes, and the guidance for initial job placement; it is equally important for the learner to develop a capacity to adapt to changing conditions.

Goal. Students graduating from educational programs should have the basic skills required of an adult for self-sufficiency in today's world. These basic skills must be complemented by an attitude for responsible and careful completion of assigned jobs. Schools at the secondary level should ensure that students obtain one or more job offers after graduation. In preparing students for employment upon graduation, schools should not focus students artifically on only one job, but rather, they should maintain a program which allows flexibility and alternative job choices. Specifically, school systems can develop programs which ensure student employability by starting new programs in areas where new employment opportunities are being created by new technologies and equipment, and by eliminating programs where the decline of the job opportunities has become significant. In summary, school programs should provide the opportunity for total career development of each student by providing basic, job-related skills which will allow the widest range of future career advancement. At the same time, schools should equip students with the basic competencies to learn, improve, and revise their capabilities.

Competencies. Specific competencies required by students to attain this goal include learning basic skills in communication and calculation, as well as fundamental skills and knowledge related to one or more job specifications. Further, students must understand their desires for future job satisfaction and also develop a sense of professionalism. In addition to the individual skills and attitudes related to employment, students must have sufficient knowledge about the employment market, policies and procedures to satisfactorily and systematically seek jobs, to progress through a career, and, as necessary, to have the confidence to change or alter initial career plans.

Current Programs. Programs and offerings in schools to attain this goal focused primarily on a range of course offerings in vocational education, occupational education, or industrial arts. These courses are complemented in a small number of cases by specialized programs in office-practices education, distributive education, consumer education, business education, and home economics. Some schools have made available work-study opportunities and job placement facilities, but they are relatively few. Some schools identified no programs which systematically focus on this goal.

Evaluation. Evaluation of the attainment of aspects of this goal area is concrete and meaningful in several cases where a school system has carefully followed up on the placement of their graduates in initial jobs. A large number of schools were able to follow up graduates from job-oriented programs and find high

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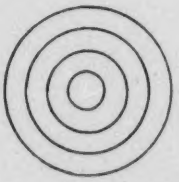
rates of job placement, i.e., from 90% to 100% employment. In several cases, schools reported feedback from staff, students, and importantly, employers. However, the type of feedback and its interpretation was not included. Although it is possible to collect specific, detailed and valuable information, as indicated by several reports, most school systems gave no specific data when they reported that their staff and/or students were generally satisfied with programs. About one-quarter of the school systems indicated that they were uncertain about the status of the success of one or more of their programs. In summary, therefore, one would conclude that it is possible to gather meaningful information in this goal area, but that such information was not obtained by most of the schools.

Future Programs. Proposed programs generally emphasized either offering more of the same kinds of courses and programs that were already in existence or offering no new programs. A small number of schools indicated that new course offerings, work-study opportunities, opportunities for disadvantaged students or opportunities for some training in bilingual approaches were being explored. But, generally, the offerings closely reflect the existing program structure.

Several school systems generated potential alternatives for programs, given greater financial support through state or local agencies. Several of the schools sampled indicated the need for more closely coordinated activities with potential employers and to follow up graduates in the field. In particular, school systems felt the need to survey local and regional job opportunities, to develop more extensive placement services, to develop close relationships with potential employers through conferences or field trips, and to provide more extensive work-study opportunities. A small percentage indicated their interest in developing specific training programs related to emerging job areas.

GOAL VIII: UNDERSTANDING OF THE ENVIRONMENT

Education should provide each learner with knowledge and understanding of the social, physical, and biological worlds and the balance between man and his environment, and should develop attitudes and behavior leading to intelligent use of the environment.



Goal. Given the historical abuses of the environment by man, there are a number of implications of this goal for educators. Programs must be designed not only to make the student aware of problems regarding protection of the environment, but also to train students both to analyze and anticipate the consequences of human actions on the environment. Furthermore, an adequate understanding of the social, physical, and biological worlds is a prerequisite to fostering individual responsibilities and actions in protecting the environment.

Competencies. A wide variety of specific knowledges, skills, and competencies may be required of students to understand the environment. It is perhaps most essential that students comprehend the interdependence of all living things. Second, they should also understand and appreciate the role of man in relation to the ecological system. Third, they should be able to identify the effects of changing the environment on man. Fourth, students should display habits that are consistent with the environment. Finally, they should acquire necessary skills that will permit them to plan comprehensively for the proper utilization of natural resources and conservation of the environment.

Current Programs. A clear dichotomy exists in regard to existing programs in support of this goal. Several schools reported programs which can be considered traditionally part of the biological and science curricula. For example, the notion of caring for living specimens in the classroom in order to impart an understanding and appreciation of the balance between man and his environment has commonly been used in the past. Likewise, stressing the importance of the scientific method in observing and questioning man's surroundings is a traditional notion in science education. However, there are clearly unique programs which are in effect at the present time that support this goal. A number of these programs can be classified under the general heading of field trips or experiences. The notion of an outdoor classroom is one such example. Another school system indicated an ongoing Title II ESEA summer program in oceanography. Recycling programs were also commonly mentioned.

Evaluation. There was general satisfaction with ongoing programs in support of this goal. However, approximately half of the respondents sampled either reported no evaluative criteria or used subjective criteria, such as personal observation and opinion. Despite the newness of many of the programs in support of this goal, and the difficulty in operationally defining concepts such as "properly conserving the

environment," it is nonetheless important that objective evaluation criteria be identified and utilized in order to make judgments about program effectiveness.

Future Programs. New programs planned for the attainment of this goal can be characterized as essentially expanded versions of ongoing programs, such as courses in ecology, microbiology, and expanded field trips. Similarly, many of the schools indicated that expansion of facilities was planned for the next academic year.

Given additional funds, half of the respondents again indicated ongoing efforts would be continued. Thus, respondents indicated more monies would be expended for individualized experiments in science and ecology, more books and audio-visual equipment would be purchased, and more field trips and experiences would be planned. Two programs which would be initiated in the event that additional funds were available are significant. One school indicated that an Outward Bound program would be planned at the secondary level. Another indicated an Indian exchange program which would allow students to live on a Navajo reservation and, conversely, allow Indian children to live in town.

GOAL IX: INDIVIDUAL VALUES AND ATTITUDES

Education should expand and advance the humane dimensions of all learners, especially by helping them to identify and cultivate their own spiritual, moral, and ethical values and attitudes.

Goal. All learners, as they mature, will find a need to develop spiritual, moral, and ethical values. This is a characteristic of human nature. Schools are, by no means, solely responsible for this development. However, because of their impact on young people's growth and maturation, schools certainly can help students to clarify values and provide an environment in which the development of values in the spiritual, moral, and ethical domains can be fostered. Of course, schools also have the potential to be a negative contributor to the development of values by creating a hostile environment. Therefore, schools should foster growth of values, in particular, by providing programs in the specific social areas, and by providing models of the most desirable values of our culture.

Competencies. The specific competencies associated with the cultivation of individual values and attitudes do not evolve from a pre-defined knowledge. A wide range of spiritual, moral, and ethical values is possible within our society. Learners must be able to clarify their values through introspection and comparison. They should be able to understand the consistency and inconsistency which exist in their own value system, and they should have an environment in which they can discuss alternative sets of values without feeling pressure to accept them.

Current Programs. The majority of the programs currently identified in schools, which have been designated as fostering individual values and attitudes, fall into pre-existing curriculum areas. However, there are exceptions to this situation which include drug education programs, interpersonal and social education programs, and human counseling programs. Nearly all of the schools considered their guidance program a major component of their efforts to develop individual values and attitudes of pupils, because the emphasis was on individual growth and understanding of individual values and their competencies. Also, a heavy emphasis was placed on the part which history and social studies play in the growth and understanding of a child's individual value in relation to the history of our society. Over half of the schools considered field trips and community activities as supportive of the development of individual values and attitudes.

Evaluation. Although almost all respondents were satisfied with their programs, the number of programs appears relatively small compared to those mentioned for other goals, and evaluation of these programs depended almost entirely on personal observation and subjective opinion. In some cases, attendance at clubs or in courses were given as indicators of students' support for the programs.

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Future Programs. In proposing programs for the coming year, the emphasis was on involving more students in already existing courses. There were very few new or noteworthy courses or programs mentioned, but they focused on course components in the affective domain, a drug advisory committee, a psychological disorders course, a social environment course, and a health program.

In terms of programs for the future, given sufficient funds, the alternatives generated were usually an expansion of existing programs. For example, field trips pertinent to the relevant individual values were mentioned by approximately 50% of the school systems. The definition of a "pertinent field trip" was not included. Assemblies and counseling were also mentioned. A small percentage of schools indicated that they have no specific plans for future programs, regardless of funds available.

GOAL X: CREATIVE INTERESTS AND TALENTS

Education should provide each learner with varied opportunities to nurture creative interests, to discover and to develop natural talents, and to express values and feelings through various media.

Goal. Throughout time man has expressed himself in a wide variety of art forms to convey his emotions and feelings. Man's works have not only conveyed emotions and feelings from generation to generation, but have increased the sensitivity of man to his surroundings and environment. To continue support for the production of creative ideas, persons with creative talents must be valued and appreciated not only by those citizens capable of creation, but also by those primarily capable of seeing and appreciating artistic work.

Competencies. The competencies in this goal area, which can be communicated through schooling, can be located at a variety of different levels. The basic level, which includes the names, the descriptions, and the recognition of a wide variety of art forms, can be made part of the student's repertoire of skills and knowledge. The history of all forms of creative endeavor can be communicated to students to give them a perspective on contemporary works. Students can be taught skills for analyzing and synthesizing ideas associated with the arts, and they can be given the facility to analyze and appreciate art from their own perspective and personal set of values. Contact and discussion with artists can give students an understanding of the nature and uniqueness of artistic endeavor and an awareness of the problems which creative persons have in pursuing their vocation.

Current Programs. Public schools in the Commonwealth have a variety of programs which they identified as helping students to attain this goal. Approximately half of the schools considered have one or more programs which relate to this goal in the field of music, art, and language arts. In music, half of the schools have a vocal music program, instrumental music program, and/or instruction in music theory and history. Music instruction in a few schools follows the new methods in teaching developed by Kodaly or Orff. Art education extends from the elementary school through elective programs in high schools. Art consists of technical skills and generating artistic works. In language arts, about half of the schools have programs in drama or dramatic production for students. Several schools have initiated creative writing courses. In addition to this general support for creative interests and talents through the major media of music, art, and language arts, schools have also developed specific clubs, such as poetry and chess clubs, initiated field trips, and started courses such as film-making, library use, and mathematical game theory.

Evaluation. Schools were satisfied with the success of their existing programs. In some cases, mixed feelings were expressed because of the lack of funds to extend programs to a satisfactory degree. Evaluation

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was nonexistent for approximately half of the schools considered and varied from poor to very poor for the other schools. Generally, personal observation or personal opinion was heavily relied upon for evaluation information. Enrollments in activities, clubs, and courses and observational data would be necessary to ascertain the effectiveness of the programs.

Future Programs. New programs to be instituted during the coming year were considerably less ambitious in this goal area than in others. About half of the schools indicated that they would expand, in some minimal ways, available offerings. A small percentage indicated that they would not have any new programs in this area. Specifically, programs instituted by one-quarter of the schools were concerned with film-making, graphic arts, and independent studies. Other programs relating to debate, radio broadcasting, bilingual-bicultural programs, skiing, and cooking were also listed as supporting the creative talents of pupils.

When asked what programs would be instituted if funds were available, most schools answered "more of the same." In a few cases, schools did not generate ideas for new programs in this area. The isolated examples of programs classified as supporting the attainment of this goal area included schools that would: (1) introduce film-making; (2) bring speakers; (3) institute assemblies, field trips, and development programs; (4) use more media, including computer technologies; and (5) provide students with swimming, girls' sports, and additional concert opportunities.

In general, the originality of the ideas and the extent of programs in this area could not be considered as satisfactory as in other goal areas. In some cases programs considered of great interest have no clear relationship to the goal. Although the programs may have components which do in fact foster creative interest and talent, this is not easily determined from the simple listing of the program names.

PATHWAYS

The pamphlet Educational Goals for Massachusetts acknowledges that, to create a total environment for the learner, the educator must better focus the support functions in the educational system. Specifically, the Pathways section proposes seven aspects of the educational system with which educators should be concerned. The seven aspects are expressed as positive statements and include consideration for the individual student, teacher, administrator, and school.

Each question in the Pathways section of the Booklet was rated by respondents from one (meaning "strongly agree") to five (meaning "strongly disagree"). The most positive score for the Pathways section would be a rating of one for each of the seven questions, for a total score of seven. The most negative score would be 35.

Strongly positive results were obtained from almost all of the 154 respondents who completed the Pathways section. A very high percentage – some 97.5% of the respondents who completed the Pathways section – recorded positive responses, i.e., either "strongly agree" or "agree." Responding schools were clearly able to support these statements. The general mood of the educators and advisors responsible for completing the Booklet clearly supported the intent expressed by Pathways. The distribution of total scores fell between 7 and 15 points.

The detailed, question-by-question response categories are attached.

PATHWAYS STATEMENTS

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The educational system should accord dignity to the learner by respecting him as a person by individualizing instruction in a manner which allows him to work according to his ability and to satisfy his need to succeed by encouraging him to develop his own value system which is tempered with a sensitivity to his obligations to others by freeing his creative nature and by aiding him to develop his thought processes in a realistic atmosphere.

SA	A	N	D	SD
87%	12.4%		.6%	

The educational system should encourage use of the physical and personnel resources of the surrounding geographical area and eliminate or reduce time and place restrictions and constraints which inhibit student progress.

SA	A	N	D	SD
56.5%	41%	1.3%	.6%	.6%

The educational system should expand the role of the teacher from that of a transmitter of knowledge and information to that of a facilitator of and partner in learning, possessing the competence for the necessary tasks.

SA	A	N	D	SD
73.4%	26%	.6%		

The educational system should understand how the teacher in personal interaction with studnets influences their well-being and their personal values.

SA	A	N	D	SD
77%	21%	2%		

The educational system should recognize the crucial nature of the supportive role of administrators in working with teachers.

SA	A	N	D	SD
80.6%	18.8%		.6%	

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The educational system should supply, in coordination with local, regional, state, and federal agencies, those supportive pupil personnel services needed to foster individual development and to contribute to the social welfare, particularly those services related to mental and physical health.

SA	A	N	D	SD
71.4%	24.7%	3.3%		.6%

The educational system should respond to the needs and concerns of all the people while working toward a student-centered educational process and seek broad support-financial and otherwise-to the fulfillment at this end.

SA	A	N	D	SD
64.3%	30.5%	3.3%	1.3%	.6%

CITIZEN ADVISORY COMMITTEE

Citizens withing a school district are able to contribute in many ways to the support and improvement of their school system. Particularly important is the interaction between the school's policies and programs and the community's needs and asperations for its children. The Booklet provided citizens with an opportunity to work with school personnel to consider the comprehensiveness of existing programs and identify future modifications and additions.

The style and extent of the interaction between the school and the Citizen Advisory Committee was not recorded in the Booklet. The interaction probably varied from one school to another. However, the total number of citizens listed for the Committee is large. Over 2500 citizens contributed to the efforts of the schools in completing the Booklet. The opportunity for involvement in school surveying and planning was taken by an active and interested citizenry. The Committees varied in size from three to one hundred and ninety one members, but the average number of members was eighteen which is a relatively large number of persons involved in completing one report, i.e., the Booklet. Therefore, a relatively large input into thinking and generating meaningful alternative programs to meet the Ten Goals of Massachusetts was possible.

Committee membership was divided almost evenly between men and women (i.e., 45% and 55% respectively). The only other demographic characteristic of the committee membership which was specifically indicated in some cases, was student participation. About three percent of the membership was students. Additional characteristics, which may be of interest to educational planners, should be considered in the future of collection of data. Over 60% of the schools responding recorded the names of their Citizen Advisory Committee.